

Texas Education Agency
Standard Application System (SAS)

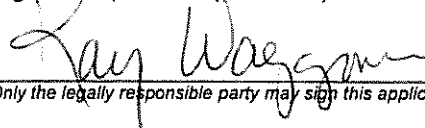
2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1				
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	August 1, 2016, to July 31, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center State Affairs Division 2016 MAR 29 PM 12:29 Place date stamp here. </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016			
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>			
Contact information:	21stCentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Richardson ISD	057916			
Vendor ID #	ESC Region #		DUNS #	
75-6002311	10		041087255	
Mailing address		City	State	ZIP Code
400 S. Greenville Avenue		Richardson	TX	75081
Primary Contact				
First name	M.I.	Last name	Title	
David	E	Burkhalter	21st Century Grant Coordinator	
Telephone #	Email address		FAX #	
469-593-7454	David.burkhalter@risd.org		469-593-0733	
Secondary Contact				
First name	M.I.	Last name	Title	
Lysa	R	Rousse	Coordinating Director	
Telephone #	Email address		FAX #	
469-593-7475	Lysa.Rousse@risd.org		469-593-0733	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kay	E	Waggoner	Superintendent
Telephone #	Email address		FAX #
469-593-0401	Kay.Waggoner@risd.org		469-593-0402

Signature (blue ink preferred) _____ Date signed _____


3/24/16

Only the legally responsible party may sign this application.

701-16-102-073

Schedule #1—General Information (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Out-of-School-Time (OST) programming will be offered four days a week in the morning and four days a week in the afternoon providing 13 or more total hours each week for 10 Centers. Each center will offer a morning block of classes four days a week providing homework assistance, enrichment, and access to library resources including computers. These morning classes are beneficial to those students we will target for the Richardson ISD (RISD) Work Program. These students will receive academic assistance in the morning in order to attend their job in the afternoon. Collaborating with RISD in this area supports our goal to help all students to be **college and career ready**. The afternoon programming will provide academic assistance along with enriching activities aimed at supporting students' school day learning environment to support students that are at-risk, in poverty, and/or minority. We will coordinate summer programming with RISD's summer school program if space permits. Summer program will be offered for six weeks, four days a week at four hours per day. With the consistency of our programs, students in poverty will be awarded the opportunity for quality after school programming consisting of high academic standards.

Similar to other communities near large urban centers as Dallas, the RISD community has changed dramatically over the past two decades. RISD is part of a suburban community that includes a large number of immigrant families (25%); many low income apartment complexes; smaller, older homes; as well as Section 8 housing. RISD is located in northern Dallas County and houses 35% of its schools. **Over half (60%) are located in the city of Dallas** and 5% are in Garland. The campuses included in this project serve a **high percentage of economically disadvantaged students (54%)** who often lack family support as well as access to academic and enrichment opportunities. Our goal is to help students in poverty to be successful in and out of school. Because they lack so many more resources than their counterpart, our hope is to provide means that will aid them in their success. Activities, adult role models, and skills will be instrumental in the lives of these students and help them get out of poverty and pursue a better life through the exposure to college and career ready programming.

Under the now discontinued Average Yearly Progress (AYP), RISD missed the 2011-2012 school year due to performance in Reading (missed AYP for Economically Disadvantaged and LEP students). This was the third year in a row of missed AYP and caused RISD to enter "Stage 2 School Improvement." The Federal Focus and Priority School Rating replaced AYP and RISD has no schools listed under either. It was during the 2011-2012 that RISD implemented the Cycle 7 21st Century grant to one elementary, two junior high schools and three of our four high schools. Utilizing the district report card for the 2014-2015 school year, it has been determined that this grant will benefit all ten centers included in the application by providing intentional programming aimed at continuing to improve academic performance in math and reading; specifically focusing on junior high math and high school reading. Junior high students' math STAAR scores indicated a decrease in student mastery from 2014 to 2015. Students' math class grades were consistently lower during the four week progress and six week report card periods. High school reading grades were consistently lower across the grading periods as well. STAAR scores for these students also decreased 1% from 2014 to 2015. With this in mind, the budget for the program was developed based on the needs of each campus and the requirements contained within the application. The afterschool program director, PD and current SCs designed the community and campus needs assessments and executed their delivery to the community and campus administration. The feedback received aided in developing a budget that met all needs addressed by stakeholders. Feedback from each assessment was instrumental in the development of our programs. Key staff (Afterschool Program Director, Project Director (PD), Site Coordinators (SC), teachers, and administration) was involved in determining the budgets as to ensure that funds are used wisely for program development and implementation, such as staffing, supplies, technology, and curriculum. Close attention was paid to ensure that the cost per student did not exceed the \$1000 per student. In fact, we came in under with the highest per student cost being \$727.00. But at the same time, RISD will ensure that students receive the highest quality of instruction and academic assistance.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

RISD has had the same person in charge of after school programs since 2005. She is an ambassador for after school programs in RISD. She began with Cycle 1 of 21st Century as a site coordinator in 2003 and built the elementary fee based programs from the ground up in 2008 all while promoting secondary programs for high poverty students. Being trained in Ruby Payne's *Framework for Understanding Poverty*, she is passionate about having after school programs for all RISD students. RISD needs this grant to help the **targeted number of students, over 6800**, to have a chance to be successful in life!

As described in more detail later in this application, the Community Advisory Council (CAC) will be key in providing feedback in the areas of management, budget, program quality, and sustainability. This will be a work in progress as we seek to enhance and improve the programs through-out the year as needed.

Management of this grant will be through the district's current 21st Century Coordinator. He has five years of 21st Century grant experience and has guaranteed that RISD met, and in some cases, surpassed grant goals. The family engagement specialist (FES) will ensure that each center has a quality family component. Evaluating each center's needs, the FES and SC will collaborate to build a resource center for families and provide programming that meets the needs governed by family, community and school administration feedback. Additionally, outside resources will be contacted to build partnerships so that families can have multiple resources to help them. Each SC will be a certified teacher in order to provide the best opportunity for high academic standards to be delivered to our students. This individual will have the knowledge of ESSA, STAAR, PEIMS data, RISD assessments as well as have strong working relationships with building personnel to build the after school program needed to be highly successful. The SC will work with instructional specialists and counselors to intentionally target the students most in need of our program by reviewing data. Specifically, student performance reports, graduation rates, promotion rates, discipline data, attendance rates and student test results. He/She will be responsible for activity development ensuring that quality ACE activities and lesson plans are created and that pre and post-tests are in place as needed. The SC will hire quality staff and vendors being sure that all employees adhere to all background check procedures. An important task of the SC will be keeping the students safe at all times. In addition, **this person will be extremely knowledgeable with the school day curriculum and be sure that it aligns with ACE activities.** The SC will also be involved in community events such as PTA meetings, Local School Council and Meet The Teacher nights. Lastly, the SC will attend all local and TEA required trainings.

Program evaluation will be conducted by working closely with the district evaluator as well as the CAC. It is with the district evaluator that RISD will work to review data and discuss changes to program structure and design as a result of PEIMS data. Results of the evaluation will be distributed to the CAC so that discussion can take place as to how to improve areas in need. The PD will also evaluate programs to provide SCs with formal and informal monitoring in coordination with the Professional Development Appraisal System. The SCs will then implement improvement strategies based on the evaluation.

You will note throughout the application that RISD has addressed each requirement needed to fulfill this grant. We've been successful with this grant since 2003. And while we've built a sustainability model for our elementary programs, we are in need of this grant to support our **secondary after school programs**. Extra-curricular activities are important in a student's life as well as academic assistance. Attending our programs provide both. Attending school ensures the academic need in a student's life, but not all students are involved in an extra-curricular activity on campus. Why? There are simply not enough clubs on campus for every student to be involved. But, **providing after school programs for these secondary students provides an outlet as they search for the skill that will help them on their pathway to a successful future.** We will continue to seek additional funds and build partnerships because it is our goal to provide after school programming to all, even if it is on a smaller scale, in the event we're not awarded this grant. These over 6800 teenagers need after school programs. With this grant, we will serve 10 out of 12 RISD secondary schools. This will bring the total of RISD campuses being served with after school programs to a total of 51 out of 54. But without these funds, we will only be able to serve 21%, less than 300, of our goal of 1200 students.

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By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,000,000	\$23,000	\$1,023,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$477,000	\$	\$477,000
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$	\$150,000
Schedule #10	Other Operating Costs (6400)	6400	\$150,000	\$	\$150,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	
Grand total of budgeted costs (add all entries in each column):			\$1,777,000	\$23,000	\$1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$85,000
5	Site coordinator (required)	10		\$660,000
6	Family engagement specialist (required)	1		\$60,000
7	Secretary/administrative assistant		1	\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$830,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$100,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$93,000
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$193,000
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,023,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057916		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Leadership-Provides classes for students to encourage leadership	\$20,000
2	Youth Development/Character Ed- Provides character education enrichment classes	\$20,000
3	Advanced Art- These classes consists of drams, dance, and other fine arts	\$20,000
4	Technology – Provide enrichment classes on computer programming and web design	\$20,000
5	Independent Evaluator – Will evaluate Cycle 9 Grant	\$10,000
6	Health and Nutrition – Physical health and well being	\$20,000
7	Financial Education – Provides financial literacy for our parent programs	\$20,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$130,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$347,000
(Sum of lines a, b, and c) Grand total		\$477,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$150,000
Grand total:		\$150,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$150,000
Grand total:		\$ 150,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			12,691	
Category	Number	Percentage	Category	Percentage
African American	3138	25%	Attendance rate	96%
Hispanic	4850	38%	Annual dropout rate (Gr 9-12)	2%
White	3191	25%	Students taking the ACT and/or SAT	96%
Asian	1078	8%	Average SAT score (number value, not a percentage)	1542
Economically disadvantaged	6827	54%	Average ACT score (number value, not a percentage)	20.2
Limited English proficient (LEP)	1374	11%	Students classified as "at risk" per Texas Education Code §29.081(d)	50%
Disciplinary placements	6469	51%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	97	9%	No degree	0	0%
Hispanic	91	9%	Bachelor's degree	628	74%
White	792	76%	Master's degree	201	24%
Asian	43	4%	Doctorate	12	1%
1-5 years exp.	334	39%	Avg. salary, 1-5 years exp.	\$50,312	N/A
6-10 years exp.	227	27%	Avg. salary, 6-10 years exp.	\$52,370	N/A
11-20 years exp.	210	25%	Avg. salary, 11-20 years exp.	\$54,520	N/A
Over 20 years exp.	75	9%	Avg. salary, over 20 years exp.	\$57,520	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	485	360	155	125	50	25	1200
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	485	360	155	125	50	25	1200

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **community needs assessment** provided us with feedback as to what families desired for their students to experience as well as classes not to duplicate what was already being provided either by the school or other organizations such as the YMCA or local churches. It also provided RISD with a network of outside resources to partner with to provide our students and families with assets to help them be successful in and out of school. Noted was the need for transportation as many families are unavailable at the close of our programs to be able to pick up their child. The main item families desired from our programs was safety for their children.

The needs of working families were addressed in the **parental survey** administered earlier this spring. It is here that parents expressed their family needs as well as their academic and personal interests. Factors taken into account, when dealing with working families, include employment hours, younger children in the home, and education. In order to accommodate those needs, our centers will collaborate with each other to determine the classes and events to hold across multiple centers to accommodate parents whose locations vary. We provide childcare during our adult classes for those who are unable to secure childcare. We also provide ESL and GED prep courses; addressing the stated need of over half our parents. Providing fitness, financial literacy, and student college preparation courses are other highly listed parental needs that will be offered to strengthen and support the parent and student relationship. It will also increase the parents understanding of their student's educational experience and show a collaborative relationship between parents, students, school day, and afterschool programs.

Secondary administrators of RISD were administered a **campus needs assessment**, shared on google drive, with questions related to their campus goals and vision for desired afterschool program services. Questions and responses included the following::

Would you prefer SCs have teacher certification? Would your program benefit from holiday services? What unique student opportunities do you see as an addition to the 21st CCLC program? Identify campus strengths and how the 21st CCLC program can support them? Identify any campus challenges and how the 21st CCLC program can support them? Responses were compiled, using a spreadsheet, noting the similarities and differences amongst them. Second,

responses were prioritized classified according to need; academic, behavioral, and disciplinary. For those schools whose need for services, included all four curriculum areas, a plan of action was developed to include as much staff input as possible; particularly an invitation to collaborate and design ACE Intentional activities to increase student success. **In order to prioritize multiple needs at a center**, as with core content tutorials, the PD works with the SCs, teachers, and administrators to secure available resources which can accommodate several academic and enrichment needs. Examples include working with vendors, who have multiple staff members, who can accommodate an academic rotation schedule of services. Another example would be **continuing a rotation of academic services but with building staff that have a vested interest in students' learning and extended learning opportunities.**

Aligning proposed activities will involve using the ACE lesson plan template and collaborating with building teachers to align ACE Activities with school day curriculum. Previously, it was practice to provide instructors, vendors, and other staff with the lesson plan template to complete and submit. We found that this limited the alignment of activities due to writers of the lesson plan not having a clear vision of program goals and campus needs; in addition to SCs also being restricted with knowledge of curriculum and activities used. This was remedied by the PD training staff with the ACE lesson plan template and its components and accessing school day curriculum through RISD's Edline System. Further curriculum training was implemented as well as encouragement of SCs to attend meetings at the center level related to curriculum. Those instructors outside of the school building also received ACE lesson plan training and a review of the Texas Essential Knowledge and Skills (TEKS). The PD communicated the changes to all administration at the beginning of the year to deliver to their staff. This provided teachers with the knowledge that our programs were working collaboratively with the building for student achievement.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	<ul style="list-style-type: none"> Identify students in need of academic assistance and addressing their individual academic deficiencies. Offer academic courses based on the identified needs and interests of students. Purchase evidence based curriculum, create and provide intentional, innovative, hands-on academic enrichment courses using engaged learning strategies such as service learning and project based learning which focus on the core content areas utilizing the ACE Lesson Plan format.
2.	Improve Attendance	<ul style="list-style-type: none"> Working with school administrative staff, identify students using PEIMS data with low attendance and contact each on a one-on-one basis. Using non-grant money and business partners, provide incentives for attendance such as gift cards, Six Flags tickets, concert tickets, etc. Provide educational field trips based on interest surveys from the students.
3.	Improve Behavior	<ul style="list-style-type: none"> Offer enrichment activities based on the identified needs and interests of the students. Provide activities that allow for movement, creative expression, teamwork, and discussion. Provide service learning opportunities. Work with administrative staff to identify students with behavior issues and contact them one-on-one.
4.	Improve Promotion Rates	<ul style="list-style-type: none"> Hire qualified teachers to deliver the academic enrichment courses. Hire vendors with core academic expertise to deliver academic enrichment courses Create activities that sample the high school Career and Technology programs. Provide enriching summer opportunities in collaboration with district summer school.
5.	Improve Graduation Rates	<ul style="list-style-type: none"> Provide activities that create awareness of workforce and college opportunities. Obtain the service of qualified staff to deliver family education program. Provide credit recovery opportunities. Provide parent information nights to include topics geared toward college and career readiness.

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Schedule #14—Management PlanCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	David Burkhalter (261 Day Contract) – David holds a master's degree as seven years of teaching experience, two years of 21 st Century grant experience as well as three years working in central office as a program specialist.
2.	Site Coordinator(s)	Multiple people (226 Day Contract) – Teacher certification with at least three years of secondary teaching experience in the core academic areas. OST experience is preferred.
3.	Family Engagement Specialist	One full time position (226 Day Contract) – Required previous experience in family engagement services. Knowledgeable of community resources available. Preferred qualifications include a bachelor's degree and ability to write and speak Spanish.
4.	Evaluator	Required to have strong written and verbal skills. Prior experience and knowledge of the 21 st Century Grant will be desired. This person must have an education and/or experience with in depth research with preferred background in social sciences.
5.	Admin. Assistant	Christina Jamison (261) is the current 21 st Century administrative assistant. She has three years of experience working with this grant and providing streamline processes for efficiency.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Increase in STAAR reading, math, science, social studies scores.	09/2016	03/2017
		2. Establish collaborative enrichment academic tutorials.	09/2016	06/2017
		3. Present completed STEM projects.	12/2016	05/2017
		4. Successful passing of summer school core content.	06/2017	06/2017
		5. Progress grading period grade increase	09/2016	06/2017
2.	Family Engagement	1. Kick-Off Celebration (Highlight upcoming programs)	08/2016	08/2016
		2. College and career readiness programs.	09/2016	05/2017
		3. End of year senior celebration.	12/2016	05/2017
		4. Parent/Student comprehensive family event.	12/2016	05/2017
		5. Completion of certificate programs.	09/2016	07/2017
3.	Improve Behavior	1. Sporting events (scrimmages, shoot-outs, gaming)	09/2016	06/2017
		2. Dance club performances	09/2016	05/2017
		3. Service learning Projects	09/2016	06/2017
		4. Program speakers for social/emotional development	09/2016	06/2017
		5. Fieldtrips (arts, culinary, technology)	09/2016	06/2017
4.	Improve Promotion Rates	1. Volunteer activities	10/2016	06/2017
		2. Service learning opportunities	09/2016	06/2017
		3. Student certificate programs	09/2016	05/2017
		4. Cultural exploration	09/2016	06/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Improve Graduation Rates	1. College night	09/2015	05/2017
		2. Financial aid night	09/2015	05/2017
		3. School day counselor supported events	10/2016	02/2017
		4. ACT & SAT Prep	09/2016	06/2017
		5.	XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for monitoring and attainment of goals and objectives will be utilizing the **TX21st student tracking system** in conjunction with formal and informal program monitoring. The PD will distribute the TEA provided **TX21st calendar** at the beginning of the school year to use as a guide for data compliance. It is with the TX21 system that each center will check to ensure continuity of monitoring and to document progress towards participant goals. Paperwork audits will be conducted each semester, at each center, to make certain proper documentation is being kept for program participation, communication incidents, payroll and quality indicators. If a center does not pass the **TX21st checklist** audit nor meets program goals, a program improvement plan will be documented and implemented.

In addition to the systems check, a formal site observation will also be conducted at each center on a monthly basis at minimum. Informal observations, walkthroughs, will be a more frequent informal visit part of the regular site observation plan. An observation form was created to not only ensure continuity in assessment but ensure program implementation, participation, adherence to best practices, and other quality and compliance indicators. Centers that demonstrate a need for improvement or perform below expectations will undergo an implemented program improvement plan to be created during a post-observation meeting. It is here that the PD and SC will work to develop the improvement plan that coincides with stated goals, objectives, and student need. The final evaluation, at the end of the term, along with a community and campus needs assessment, will be used as a catalyst for programming changes during the following school year and summer program. Fiscal compliance will be monitored by the director of afterschool programs, the PD, SCs, and the district accounting department. SCs will maintain a shadow budget spreadsheet, at the center level, which will keep track of expenditures. The primary budget spreadsheet will be maintained by the central office administrative assistant who documents all expenditures for each center. SCs will submit their budget spreadsheets during their meetings with the PD, who will compare against the primary spreadsheet. The PD will conduct monthly paperwork audits to monitor expenditures, draw downs, and progress toward final budget amounts.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability has been a topic of discussion for some time. RISD has been working to build a sustainability program that will benefit all afterschool participants who are in need of services. RISD sustains elementary programming by charging fees to the parents. Many parents receive **child care financial assistance** through the **Texas Workforce Commission** which greatly helps those in poverty. However, this subsidy is only eligible for elementary aged students. The district provides some local funding that will supplement the 21st Century grant for the secondary programs. However, these funds are not sufficient to reach the number of students we would like to target nor provide the quality of program we know the students need.

Over the past few years we have made great strides in marketing our programs to families, RISD Board Trustees, and the community. As we continue to make all stakeholders aware of our quality programming, it is our hope that local businesses, community members, non-profits and faith based organizations will invest in the lives of our After School Program students by donating time and/or money. The after school program director will continue to seek other funds as she has been dedicated in doing this for years. In hopes of the economy improving, we aim to raise more resources as we "friend raise".

The 21st Century Cycle 9 grant will allow us to partner and build relationships with vendors in order to build a program together that would not go away after three years. Whether it would be an in-kind donation or services at a discounted rate, any step to sustainability would be a step to **providing a way out of poverty for many of our students**. Too, the funding helps with **our goals of improving academic performance, attendance, behavior, promotion and graduation rates**.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Informal Evaluation (walk throughs)	1.	Corrected programming areas of concern.
		2.	Decrease in safety concerns across centers.
		3.	Adherence to grant guidelines.
2.	Qualitative Surveys (community, parent, student, teacher, administrator)	1.	Established relationship between ASP and school day staff.
		2.	Increase in community volunteer participation.
		3.	
3.	Quantitative Formal Evaluation (TX21)	1.	Increase in student core content grades.
		2.	Increase in the number who passed STAAR in core content areas.
		3.	
4.	Qualitative Professional Development Appraisal System	1.	Development of highly qualified teaching staff.
		2.	Stakeholder professional and personal growth.
		3.	
5.	Qualitative FOCUS data tracking system	1.	Positive student behavior increase as a result of program participation.
		2.	Decrease the number of student dropouts.
		3.	Increase in student promotion rates.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary source for data collection will come from the **TX21 student tracking system**. It is this information, coupled with the use of the district's student information system, FOCUS, which will provide us with program-level data. Weekly, site coordinators will run exception reports to view data. If this information is unavailable, the SC will reach out to the campus PEIMS clerk. This data will be used to meet RISD's grant goals of **improving academic performance, attendance, behavior, promotion and graduation rates**. Information within the exception reports will be compiled for reporting and program changes for the information contained in these reports are specific to activity participation (to help with school day attendance), number of students served, and student demographic data (to help with promotion and graduation rates.) FOCUS will provide the grantee with necessary information related to discipline (to help decrease behavior rates.) There are reports that detail the number of student referrals and office visits. The system also provides PEIMS data that is readily available to site coordinators. Working collaboratively, the PD and SC's will review data and discuss interventions based upon results. If there is a need outside the scope of our programming, meetings with the campus instructional specialists, special education department (if the student is classified), and administration will ensue to maximize student opportunity and potential for success. Based upon the information provided within these reports, programming will be adjusted accordingly.

Information will be made public through the PD who will work with the RISD Department of Accountability and Continuous Improvement. The specific department will make this information public and stay within the legal guidelines of publishing such data. The PD will also attend administrative meetings and provide this data. SCs will attend campus staff meetings to provide them with the evidentiary support of program successes and engage them with discussion for improvement strategies inclusive of their input regarding the presented data. It will also be an opportunity for staff to convey their input with regards to programming changes based upon the data presented.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will supplement the RISD's four goals of: **engaging students in their educational life, providing profound curriculum that is the foundation for learning, providing focused instructors, and supporting excellence in operations.** At centers 1-7, ACE students will receive a comprehensive afterschool experience in alignment with the school day. They will be engaged in core academics with focuses on 21st century learning; specifically STEM, project-based learning, critical thinking, and technology integration that apply learning in a real life setting. Examples include environmental study, community development, and robotics. Enrichment activities will be varied incorporating fine arts, technology, sports, service learning, and teambuilding/leadership. Students will participate in dance organizations (African, Latin, etc.), mentoring programs (barber education, Advocates for Success), as well as nutrition and training that build students confidence and develop leadership qualities. Career and workforce readiness activities will focus on preparation for entrance into high school CATE programs such as resume development, completing an application, communication skills, and interviewing skills. Students will explore college and career awareness through speakers (hired vendors, teachers, community leaders/volunteers, etc.), field trips (Museums, colleges, etc.), and financial education. Centers 8, 9, and 10 will emphasize the integration of academics, enrichment, College & Career Readiness skills, and enhancing career & technical opportunities. ACE activities will include SAT and ACT preparation, assistance with advanced and remedial academics and service learning. Credit Recovery will include mentoring and guidance toward graduation and future planning through a developed student plan for success. SCs, working closely with teachers, will implement study skills and test taking strategies that supplement school day activities. Continued follow-up will ensue as SCs monitor students' progress during the mid and ending points of each grading period. Workforce certification and job internship programs will be offered. Dance, drama, art, nutrition, sports, technology, and music will be offered. All of these activities are in support of **ESSA, The Every Student Succeeds Act.**

Family programming will include opportunities for adult education opportunities such as ESL, GED, nutrition, fitness, school communication, and parenting. Previous surveying of RISD parents indicated a need for providing of such services based upon what parents thought would offer the most support of their child's education. Childcare will be provided for parents who attend. Family events will be offered monthly to increase family engagement in our schools. Students will remain at their home campus (center) for the after school program day. Bus transportation will be provided, at all centers. Students will be allowed to walk to and from the program. For summer programming, students will be able to ride school busses that have designated neighborhood stops that include nearby schools. Students will be returned to these locations in the afternoon. Students will also have the option of being dropped off and picked up by designated family members who have been indicated on the students registration form. Student's transportation options will be detailed on the student registration forms where families will indicate their preferred choice.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD utilizes several social media sources such as Facebook, Twitter, and YouTube. Each is used to highlight achievements throughout the district. The RISD ACE centers will use their own site to inform parents of upcoming events as well as showcasing our students. In turn, The RISD Facebook page will share our posts. This has been very effective in the past as we have evaluated data provided by Facebook to review how many views each posts receives. Using other funding, we boost other posts so that we can specify who we want to see our posts. This provides for a wider audience to the Richardson community since it reaches out to those who are not connected yet to our social media accounts. RISD Edline is a part of risd.org. This is a Learning Community Management System which provides support for all district levels and parents. Each is able to obtain up-to-date information including ACE forms for convenience. RISD Notes is the weekly district electronic circulation for employees while RISD School Times Now is the weekly electronic circulation to Richardson residents. ACE students will be highlighted regularly for exposure to the community. Learning Center Newsletters will be distributed each session which highlights student and staff achievement, upcoming events, and relevant program facts. RISD Connect ED mass calling will be utilized to announce upcoming learning center events. Additionally, schedule pick-up, school registration, open house, etc. will be utilized for program marketing purposes.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE activities are **hands-on, interactive, connect content matter to real life, integrate project-based learning, emphasize social learning through group work and discussion, utilize technology and challenge students.** These activities will help in **improving RISD's grant goals of academic performance, attendance, behavior rates.** Students who have struggled with specific content areas or tests will be targeted for participating in academic enrichment courses that focus on these areas. Courses will be offered that specifically target STAAR and EOC test skills based on student needs. The campus SC will work with a designated campus academic liaison and school counselor to determine needs for these students. Together, they will collaborate with classroom teachers for input and feedback in order to identify each student's specific need.

Enrichment focused activities will integrate hidden academics in hopes of the activities being more enticing for the students. Targeted discussion and reflection will be employed to highlight academic components and reinforce learning. Career and workforce readiness activities incorporate real world academics, which emphasize to students the practicality, necessity, and importance of core content subject matter. This enrichment focused activities actually put learning into action and provides incentive for students to pursue education.

Comprehensive activity planning ensures that all activities intentionally incorporate academic learning and fully utilize all teachable moments. By approaching learning through a variety of methods and ensuring that students understand that learning is **useful, intriguing, and fun**, the students can begin to improve and excel academically. For many activities, all three components are integrated to create fully developed educational experiences. Each activity is developed in alignment with campus in student needs any correlation with texts and school day learning. The previous school year's STAAR and EOC data will help inform course development and selection at each campus. The comprehensive planning works to improve academic achievement for all students through each activity.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has provided \$45,266 for two of the junior high schools in this application, North and Apollo, for several years to support after school programming. These two schools are currently in the Cycle 8 grant and have enhanced the after school program at these sites immensely since supplementing these programs. Additionally, RISD began providing funds for a condensed after school program two years ago, after Cycle 5 concluded, to the other five junior high schools in this application for a total of \$238,278. The local funds are not sufficient to provide the needed activities for all students wanting to enroll and attend, unfortunately. (We will continue to receive these funds and the grant funds will supplement, not supplant, our programs.) With over 6800 economically disadvantaged students in these 10 schools, it takes a 21st Century Grant to be truly effective. We know through research that students who attend on a regular basis have a higher attendance rate for regular day school. (http://www.afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf) Also, it's important to have the programs consistently. While fortunate to receive this funding, and continue to receive if awarded, it's not enough to provide quality after school program without the funding amount such as the 21st Century grant. The total number of students we will serve is 1200. While we're surpassing our goal with the schools being served by the 21st CCLC Cycle 7 grant, we're only able to serve 21% of our goal in schools being supported with other funds. RISD has been awarded 21st Century grants since 2003. We have been able to sustain the elementary programs by transitioning to fee based programs. It has always been our goal to help students in poverty. With this in mind, we licensed twenty-five of these schools as child care centers. This allows parents to apply and receive **child care financial assistance through the Texas Workforce Commission.** However, these funds are not eligible for secondary students. Additionally, we ask for donations to aid with scholarships. We're able to serve our homeless students as well. To sum up, it is our junior high and high school programs that need financial help the most. In elementary programs, parents see after school programs as child care, so marketing to elementary students is not the big job it is with secondary students. Secondary students are a different group. They are not obligated to stay. They need motivation. They need a variety of classes and these classes, unfortunately, take more funding than others.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- (i) Performance measures will be set by the district, the PD, and each SC in collaboration with the schools and their staff. Using needs assessments, TX21 data, school day data, student and family input, SMART goals will be created with specific strategies for attainment. Goals will also be set to determine how much student achievement increase will be seen with regularly attending students. Measures include data that reflects students overall program participation, **to analyze student school attendance, one of RISD's grant goals**; specifically the number of students who attend particular academic enrichment courses. Goals are further set to determine the academic success of those students who have demonstrated regular program attendance. The PD will meet weekly with the SCs to analyze data student progress towards set objectives and adjust strategies as student need indicates, **to improve promotion and graduation rates**.
- (ii) Academic courses will utilize teaching strategies and lessons based on a variety of scientifically researched practices such as **clear learning goals, questioning to check for understanding, feedback for students, cooperative learning, and project based learning**.
- (iii) Utilizing TX21 data and the grantee final report, activities are evaluated as to their effectiveness for student success. Best practices are included in program design and implementation. Staff is required to complete staff development that ensures the latest training educational trends.
- (iv) Continuous program assessment will occur through data collection from campus and community needs assessments, RISD board meetings, campus instructional leadership team meetings, campus staff meetings, and meetings with student instructors. Data will also come from parents surveys administered at family events and adult classes. Information gathered will be disseminated and discussed in staff meetings, emails, and utilized in google drive.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

RISD 21st Century ACE Programs will partner with Community In Schools (CIS) at Forest Meadow Junior High (Center 1), Liberty Junior High (Center 2), and Richardson West Junior High (Center 3). CIS is able to work within schools to assist with identifying the needs of students, cultivating lasting relationships with local businesses, social service agencies, and health care providers. These include restaurants, nursing homes, and day cares as well. CIS also works with parent and volunteer organizations that assist in increasing the number of volunteers within the program as well as increase parent participation with classes and events. CIS will identify students who are in need of OST services and communicate this with the SC. They will offer a course every session during the six offered during the school year to teach leadership skills, team building, and character education. These classes are important in building confidence and character with each of these targeted students. CIS's class, Advocates for Success, will aid in the development of leadership skills to assist with our goal of making all students college and career ready. Entrepreneurial activities will teach leadership too in addition to teaching academics and service learning. Character education will be developed through activities geared toward dealing with bullying, stereotyping, and peer relationships. CIS will be invited to SC meetings to provide strategies in reaching students, and parents and obtaining resources for the other centers. In turn, SCs with CIS staff will provide training to the other SCs to include strategies that are successful with this partnership to enhance the other programs.

It is with this kind of partnership that we hope to expand to other schools if the district secures other CIS staff. Working together enhances the likelihood of building a long lasting relationship of mutual respect with students. If students have a relationship with the appropriate adult role models, it only increases the chance of their success of academics. And it is with education that will help students to graduate out of poverty and seek a career or higher learning.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based upon the responses in the needs assessment administrated and evaluations, as well as RISD's Annual Report Card, available resources for program participants can be made available at all of our centers. RISD will continue offering OST programming that is intentional and specifically addresses the need for more tutorials as pointed out by respondents from the needs assessment.

Upon approval of funding, core content course preparation will be merged with OST activities to include curriculum that is inclusive of students who are struggling in the areas of reading, math, and science. Instructors would include student's actual teachers who rotate on a session basis. This will continue to strengthen the student/teacher relationship for the students have teachers actively invested in their continued learning and they are aware of this. These further strengths the relationship between home and school as teachers have personal supporting documentation of student's activities outside of the school day.

Adhering to ESSA, OST opportunities must be provided for all. To achieve this, each center will offer a STEM component, such as Robotics that improves science skills and engages students with enriching academic activities. Accesses to implement these tutorials and activities have been granted by building administration that include facility use of the library for resources, cooking labs, technology lab and classrooms (STEM), art room, and gyms. It is use of these facilities that we'll be able to address student academic needs while providing services that will improve student attendance and behavior as they are held accountable for participation through continued passing of classes and grade reports. Dance, academic, and foreign language clubs have periodic grade checks, prior to performances and events that limited participation if the student is not passing. Each center will be afforded a location to house and distribute pertinent information, a submission box, and site coordinator access. This includes use of a space to be designated as the family resource center. It is here that calendars of upcoming family events for all centers will be available, locations of events at the center as well as other centers, applications for programs & classes, and suggestions for courses and students.

Specifically for the high school students, there was a stated need for more college and career preparatory activities. The assessment further expressed a need for more ACT and SAT preparatory courses. Due to this need, OST activities have been approved to take place in the library with access to computers. These programs will continue to support student interests by being granted access to the counseling office and senior hallways as a method to market and communicate with students. The use of lecture halls is also permitted for guest speakers and demonstrations provided by outside vendors.

All centers have been granted access to gyms and outside sports areas. According to the assessment(s), it was stated that the communication between OST and coaches increase; therefore, a collaborative effort has begun to maximize the use of the facilities during OST time that is reflective of the school day activities.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD was awarded grant cycles 1, 5, and 7. Cycle 1 included 5 junior high schools. Cycle 5 included seven elementary schools and the same Cycle 1 junior high schools. Cycle 7 included an elementary center, 2 junior high schools, and 3 high schools. Experience with these programs has allowed RISD the opportunity to refine and build both elementary and secondary programming to include a relationship with the school day that encompasses academic and enrichment development.

Evidence of the success lies within the data from TX21, students' progress & grade reporting, and surveying of teachers & counselors. Currently, students within our programs have demonstrated an increase academically across the disciplines, program participant school day attendance has increased, and behavior problems amongst program participants have decreased.

Best practices for program implementation involve obtaining available information from the state level, Department of Education, as well as the center level in the form of the Campus Improvement Plan, (CIP). This plan states the needs of the campus and suggestions for improvement. Utilizing this document, the program can complement school day services; thus enhancing academic opportunities. Performance measures, set by the district, will be supported through SMART goals and specific strategies for improvement by the site coordinator, project director, and instructor.

Junior high activities will include a focus on the beginning of post-secondary plans and career interests. High school programs will focus on and include a more hands on approach to post-secondary plans and career interests through research, and application. Fieldtrips to various outlets outside the students' normal realm of experience will highlight opportunities and expand students' interests. It is during this time the program can capitalize and maximize student interest in an effort to support personal and future professional growth. Providing guest speakers also promote students interests and set a tone for future plans that will ignite a passion for current educational endeavors.

Overall, the program will communicate with all stakeholders, federal (ESSA), local (CIP), for best practices with regards to student grades, discipline, social behavior, workforce preparation, and postsecondary educational plans.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD will permit volunteers on campus once they have completed the volunteer application and cleared the background check. This process is an RISD policy. SC's will communicate with building personnel to handle any volunteering inquiries in order to abide by the RISD policy.

Volunteers will be recruited at different times throughout the year. First, we will contact and work with faith based organizations to help to build a network of volunteers. Then, open house will serve as an outlet for recruiting persons to work with our programs. We will recruit senior citizens by contacting nursing homes and contacting RISD retirees. Also, contacting community service groups such as Junior League will add to that network. Recruiting will also come in the form of flyers to post at facilities with job and interest boards, college campuses, and nursing homes. Our department belongs to several college job and volunteer boards and will continue to utilize these.

As volunteers are acquired and approved, they will be placed based upon the applicant's skills, interests, and desired location.

We will utilize teachers who are seeking hours for their graduate level classes in administration and counseling. Typically, they're able to teach or assist at least one session or 12 days.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Since 2003, RISD has worked on a sustainability plan. Being successful with elementary program and securing some funds for secondary has been a feat. We are still in need of much more funding to provide the level of programming needed to be successful for secondary students in RISD based on community, campus, and student feedback.

Centers 1, 2, 3, 4, 5, 6, and 7 will continue to operate with local funds with programming reduced to a very limited capacity. Only enabling RISD to serve only 21% of this grant's goal. We will also work closely with the principals to review successful courses or activities to determine the likelihood of continuing. Those who have worked in the capacity of vendor will also be asked if they would like to return in a volunteer capacity. We have established a good relationship with our vendors to include rate adjustments as our budget dictates.

Centers 8, 9, and 10 have struggled in the past to maintain successful programming without the continued funding of outside sources to generate student numbers. We have been working closely with principals to determine a course of action once grant funds end. After surveying students, it was determined that they would like to see a continuation of those programs that have been provided with Cycle 7. Those individuals who have been paid funds for services will be invited back to work in a volunteer capacity. We will also focus on those programs that are geared more towards career, college and career readiness.

We have and will continue to look into other entities that could possibly provide student services such local community colleges that will assist students with their preparation for career and the work force. We will seek out corporations wanting to give back to the community and willing to provide funds, time, or materials. We will seek assistance from faith based communities and hope to catch the eye of an organization willing to invest in our students' lives.

The CAC will have a committee solely focused on sustainability. It will be at this time that we contact additional organizations, friend raise and create a timeline to achieve tasks to attain sustainability. This committee will develop goals to obtain to provide quality after school programming. This committee will need to be compassionate and enthusiastic and truly know how and why our after school programs are vital to teenagers in the Richardson community. If this committee does not have the buy-in, it will not. That is why RISD must have dedicated individuals on this particular committee willing to advocate for the RISD After School Programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback and involvement from community stakeholders will be solicited through a variety of means. Annually, community and student group meetings will take place, at the center level, to look at the previous year and upcoming year for improvement and planning purposes. Also at the center level, SCs will be provided with a space to receive and disseminate information to and from community stakeholders in the form of brochures highlighting student opportunities, surveys, and information for parents. It is this collaboration with local organizations that will allow for us to increase involvement from the community and to gather feedback about existing services and ideas for future services.

The CAC will consist of **local business leaders, community members, district representatives, and local non-profits. Community stakeholders, students, and parents** specific to these 10 centers, will discuss program goals, success of student programming, and ideas for continued improvement. Most importantly, the council will convene to develop and implement plans for sustainability.

The CAC will be challenged with the mission of handling such tasks as marketing, evaluation, program improvement, and sustainability. Goals will be set at the beginning of each year with progress discussion and updates taking place mid-term. The team will work, building off each other's strengths, to achieve the agreed upon goals. Goals will be re-evaluated at the end of the year to further determine success, progress, or any needed changes.

The following are organizations that we plan to hold memberships as well as seek for programming guidance with objectives and goals as a grantee.

- Communities In Schools
- Dallas Afterschool Network
- National Afterschool Association
- Texas Association of Black Educators (TABSE)
- Parent Teacher Association/local & national (P.T.A.)
- Texas Association of School Business Officials (TASB)

The CAC will consist of committees specifically for evaluation and sustainability. **Sustainability** is a very vital factor in order to succeed with our students. Whether it is the decrease of each year's budget or the ending of grant funds, we know that we need many types of assistance to continue quality programming. (See previous page for more information on sustainability.)

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan includes the following components:

Communication

- a. Ongoing communication between PD and SCs to ensure all parties has a working knowledge of the grant requirements. Meetings, including cyber meetings, conference calls, will occur weekly to review grant requirements, data, and participate in staff development activities;
- b. Utilizing the MyTexasAce website as a communicative tool with other grantees;
- c. Coordination with the technical consultant to monitor grantee progress and implement any recommendations;
- d. Coordinate training opportunities with the school day to promote program awareness and current student educational trends;

Training

- a. Funds have been budgeted for the required attendance of the PD and SCs to attend conferences and workshops as required by TEA. Information gathered at these trainings will be used brought back to staff meetings to implement best grant practices;
- b. The PD will meet with staff weekly to discuss pertinent grant details such as data, attendance, course success;
- c. SCs will meet with their staff every session to inform them of grant updates.
- d. Staff development, book studies,
- e. Technology at the center level as well as the administration level.

Tracking and Data Collection

- f. Established data quality and processes to protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA);
- g. Keep it secure and locked in a file cabinet in the SC's office;
- h. Meet during the progress and report card periods to review data, track student progress, and implement plans of action;
- i. SC's will keep folders on each student that contains grade, discipline, notes from teachers, meeting notes, and other pertinent student information;
- j. SC's will be provided with a flash drive, password encrypted, to house all center information;

Monitoring and Evaluation

- k. Each center will be evaluated according to the Professional Development Appraisal System;
- l. Internal evaluation of center activities for effectiveness and continuous improvement;
- m. Conduct regular, internal monitoring to ensure compliance with all grant requirements and cooperate with program implementation assurance conducted by TEA;
- n. The independent auditor will conduct an evaluation of each center due no later than July 31, 2017 based on the factors included in the principals of effectiveness;
- o. We will participate in any separate state level evaluations conducted by TEA

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Apollo Junior High		
9 digit campus ID#	057916050	Distance to Fiscal Agent (Miles)	3.9
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	145
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Forest Meadow Junior High		
9 digit campus ID#	057916047	Distance to Fiscal Agent (Miles)	5.1
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	115
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Lake Highlands Junior High		
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9 digit campus ID#	057916042	Distance to Fiscal Agent (Miles)	7.5
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Grade Levels to be served (PK-12)	7-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
--	--------------

Number of Regular Students (attending 45 days or more per year) to be served:	115
--	-----

Number of Adults (parent/ legal guardians only) to be served:	25
--	----

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Liberty Junior High		
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9 digit campus ID#	057916049	Distance to Fiscal Agent (Miles)	4.3
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Grade Levels to be served (PK-12)	7-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
--	--------------

Number of Regular Students (attending 45 days or more per year) to be served:	115
--	-----

Number of Adults (parent/ legal guardians only) to be served:	25
--	----

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Richardson North Junior High		
9 digit campus ID#	057916045	Distance to Fiscal Agent (Miles)	2.0
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	130
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Richardson West Arts and Technology Magnet		
9 digit campus ID#	057916044	Distance to Fiscal Agent (Miles)	1.4
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	115
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Westwood Math, Science and Leadership Magnet		
9 digit campus ID#	057916048	Distance to Fiscal Agent (Miles)	2.7
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	115
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: Berkner High School		
9 digit campus ID#	057916005	Distance to Fiscal Agent (Miles)	4.0
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 057916			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name: Lake Highlands High School			
9 digit campus ID#	057916002	Distance to Fiscal Agent (Miles)		7.1
Grade Levels to be served (PK-12)	9-12			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				115
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name: Richardson High School			
9 digit campus ID#	057916003	Distance to Fiscal Agent (Miles)		1.3
Grade Levels to be served (PK-12)	9-12			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				115
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school will identify an administrative staff member to collaborate with the 21st Century SC to identify students who are most in need of academic assistance. This process will begin in the spring with the current PD with SCs obtaining the student list from the campus student data specialist (SDS) as well as pulling student data from the FOCUS (RISD's student information system) system; which they will have access. The student list will be determined by referrals from administration, counselors, and teachers. Benchmarks, progress and final grading periods will also be used to identify students. Working with the SDS, SC's will remain up to date on current data pertaining to those students who have demonstrated an academic need. The student indicators we'll use include:

- Six or nine week report cards (pending district approval of nine week grading periods instead of six);
- STAAR and/or EOC results;
- Benchmark scores;
- Classroom grades;
- Data incurred from these will drive student course selection.
- (CIS) information (for those centers that have CIS on campus)

Communication logs will also be used to identify and recruit students. Methods of communication include personal phone calls, emails, flyers, and personalized letters offering the benefits of program participation. Beginning in late summer, parents and students will be contacted in order to be informed of upcoming programs and events.

Once school begins, SC's will also identify and recruit students informally while addressing them in the cafeteria during their lunch break. This time serves a purpose in that students are more willing to speak with the SC regarding their true feelings with regards to grades, successes, struggles, etc. It is the hope that SC's will serve as the catalyst for developing a mentor/mentee relationship with students that welcome continued program participation that is a genuine yet intentional relationship between adult and students. It is this relationship that will foster engaging, innovative academic activities that are based upon student's interest in conjunction with their academic need. The focus on the activities, in this format, will increase retention due to including student voice and choice. It will assist in the integration of academic/enrichment opportunities for students and further develop leadership opportunities.

With our community relationships and donations, we hope to offer incentives for students' continued participation such as movie tickets, gift cards, theme park tickets, pizza parties, as well as other ideas generated from students based upon a survey to be conducted at the beginning of the year. Due to the federal cost principals, grant funds will not be used for the above mentioned incentives. Rather, building friendships with community members will create an avenue to provide such incentives.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	JH Centers 1-7 (29 week program at each center/15 hours a week): HS Centers 8-10 (29 week program at each center/13 hours a week): Summer Schedule (6 week programming/ 4 days a week/16 hours a week): TOTAL NUMBER OF WEEKS: 35
7:00 to 8:15 3:30 to 6:00	7:00 to 8:15 3:30 to 6:00	7:00 to 8:15 3:30 to 6:00	7:00 to 8:15 3:30 to 6:00	No Program	No Program	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
7:45 to 9:00 4:10 to 6:10	7:45 to 9:00 4:10 to 6:10	7:45 to 9:00 4:10 to 6:10	7:45 to 9:00 4:10 to 6:10	No Program	No Program	
Monday	Tuesday	Wednesday	Thursday	Friday	Summer Schedule (6 week programming/ 4 days a week/16 hours a week): TOTAL NUMBER OF WEEKS: 35	
8:00 to 12:00	8:00 to 12:00	8:00 to 12:00	8:00 to 12:00	No Program		

Staffing Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
10:00 to 6:30	10:00 to 6:30	10:00 to 6:30	10:00 to 6:30	10:00 to 6:30

The Planned Operating Schedule is based upon the highest need hours of the day. This schedule, including summer, aligns with the other RISD OST junior high and high school programs. Based upon teacher input, it was determined that students need the greatest assistance before school for homework, studying, and conferencing with teachers. The SC also serves as a bridge between the student, classroom teachers, and administrators. The timing of activities is conducive to teachers tutoring times; maximizing student opportunity.

The Staffing Schedule was developed to afford SC's the time to meet with administration, teachers, and students. Having SC's full time keep them in alignment with school day staff thus increasing the relying of the school day for program services. Data acquisition, conferencing, and student engagement drive the development of the staff schedule.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety of students is vital during OST. The afterschool department will follow district guidelines with regards to student safety in and out of the classroom. A problem in the past has been students entering buildings without permission. After meeting with principals and other building staff, measures were implemented to identify those students who are program participants. Examples include: Colored bands alternated daily. Student sign in/out sheets for those students who arrive to or depart from program early. Two-way radios will be used for quick communication amongst staff. Access to the intercom system for emergency messages and student retrieval. Afterschool program hall passes that identify program participation.

Afterschool Procedure	Jr. High	High School
Arrive to program meeting point (cafeteria) and sign in.	3:30	4:10 PM
First class. Students are to remain in class. Leaving requires a note/pass.	3:30-4:45	4:15-5:10
Second class. Students are to remain in class. Leaving requires a note/pass.	4:50-6:00	5:15-6:10

The SC or assistant will accompany students to the exit/bus route(s).

Weather safety will be handled by following exit and lockdown routes posted on the hallways.

Students will undergo a review of safety procedures including weather once program begins.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will utilize the **ACE Lesson Plan Template** for all proposed activities. All activities provided will be in alignment with the TEKS due to instructors having to clearly indicate how activities will integrate academics, plan for interaction, and be fully prepared for instruction all the while utilizing activity planning requirements and the four component model. Instructors will become familiar with the lesson plan and all components during the initial meeting. SC's will train new instructors as needed. **TEA's Milestones** are integrated into the design of activities and the overall program. Innovative instructional techniques and best practices will be intentionally integrated into each activity through the use of the **ACE Activity Alignment Form**. SCs will work with instructors and school-day staff to develop a plan for identification of students in need of adult advocates/silent mentors and how best to meet that need for each student. Staff development and training will be a focus as we work to implement the highest quality of programming. Staff will be trained through the required TEA trainings, available trainings through Westat, the new **Program Enhancement and Quality Assurance** and **Conference and Meeting Coordination** services for the Texas 21st Century Community Learning Centers (CCLC) / Texas ACE (Afterschool Centers on Education) program, and a comprehensive staff development plan through the school district.

Each full-time staff member is required to complete at least twelve hours of additional staff development throughout the year. All staff will be trained on OST best practices, instructional best practices, activity design and implementation, and strategies for working with at-risk students and students and families living in poverty. Site observations and visits are used to monitor the implementation of said strategies learned and developed through staff development. By providing high quality activities, targeted adult intervention to students in specific need, continuous program monitoring and improvement, and comprehensive, ongoing staff development, our programs will meet the needs of our students and families to achieve **positive student outcomes**. These procedures will increase student and family participation and engagement in education. These will also work together to ensure that specific students needs are identified and addressed successfully.

In order to facilitate implementing engaging and interactive activities, the PD will work with instructors, vendors, and school day teachers. Working with school day instructors provides insight into the students' current program of study. The program is able to create engaging and interactive activities based upon information provided. Examples include character education development, cooking, physical fitness (including weightlifting, running, etc.), and STEM (robotics, computer programming). The SC will be able to retrieve the scope and sequence for all classes through the use of RISD's Edline Class system. By logging in, the SC will have access to homework and class activities. The SC will provide instructors with this information as a tool to design their ACE Activities. This will aid in building a strong foundational relationship with teachers in the building.

SC's will also attend staff meetings at their center. This is the opportunity to solidify a working relationship with the school day and receive local data and evidence-based practices. The PD will also obtain this information by meeting with curriculum directors. The program will also utilize the Region 10 Educational Service Center for trainings specifically designed to learn of those evidence-based practices that have proven successful for students in need.

Each center has a campus improvement plan created by the principal and instructional leadership team. Copies of the CIP's will be obtained as evidence of the needed interventions that the program can provide.

Annual evaluations, community and campus needs assessments will provide an overall view of area in which the program is currently meeting needs, areas which the program could improve on meeting needs and areas where gaps still exist. Each center will utilize standardized testing and benchmark data to provide services in identified area of need.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

First, the program will ensure that instruction is adaptable to the academic and developmental needs of students by utilizing the **Texas ACE Blueprint lesson plan template**. It is here that authors will provide the TEKS specific to the offered activities, objectives based upon students' academic and social needs, and a detailed plan of the activities development and implementation. The use of this tool is to design and plan activities to ensure that all activities are well-thought out and planned. It clearly indicates how the activity meets the planning requirements and the four component model. It also helps integrate academics, plan for interaction, and be fully prepared for instruction to a class of 1:15. It has been the practice within our OST programs to have an adult to student ration of 1:15. We try and provide for the most conducive situation that enables the teacher to better work with students on a one-to-one basis as needed. Some of our classes require an additional instructor to manage numbers which exceed the suggested maximum of fifteen.

Training will occur for all OST instructors on the Texas ACE Blueprint. In depth trainings will be held during the summer as well as during the school year to provide flexibility in scheduling. The PD and other authorized persons will provide the training to ensure that its importance is strongly conveyed. A time will be given so that these instructors can simulate a lesson activity plan with given variables including special education factors. A meeting will be held prior to the start of program with the PD as the facilitator to specifically address lesson plans, activities, students learning levels, etc. The PD will also deliver trainings to the SC's to present to their frontline staff in an effort to keep them abreast of the latest trends in education correlating them with the needs of the students and families that are being served.

The PD and SC will review all submitted lesson plans and work with instructors to make any changes according to student need and learning level. Instructors will also be encouraged to develop activities that will encompass both small and large groups. Communication with instructional specialists, instructors, and the special education department is key in determining which students fare better individually or in group. These staff members will get a copy of an example of the template in order to best communicate with ACE staff about student needs.

The SC and PD will monitor and evaluate activities to determine if these are meeting the needs of students and to speak with instructors as warranted. The SC will further obtain a list of those students considered at risk of dropping out or failing to customize activities that will first, encourage students to attend school and secondly improve academic performance. Instructors will be privy to this list to compare to class rosters. Upon this comparison, through in depth trainings, instructors will be able to customize their activity lesson plans to include reasonable accommodations for such students.

Additionally, in meeting students' needs, Silent Mentoring will be put into place. This is the idea that students have a mentor without knowing it. As students are identified as in need of this, teachers will be assigned to touch base with them every day for at least one-three minutes. The teachers will be school day teachers as instructors in the ACE program. This will cultivate a positive relationship between adult and student which will help build confidence and a sense of educational value with the students.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement specialist

- Will meet with the PD on a weekly basis to review and discuss the needs and successes for each campus. Plans will be developed accordingly to offer SC's assistance.
- Will work with the SC to identify parents of students at risk and develop programs based upon those student and family needs.
- Will communicate with school building counselors, academic liaisons, and SC's to recruit families of those students who are failing and/or not meeting the required local and state assessment scores.
- Will provide training for families to assist students with improving needed areas.
- Will communicate with each campus CIS staff member to assist in recruiting families of ACE students who are in need of resources such as health care and social services.
- Will be in constant, regular communication with the SC's to offer assistance in planning and implementing monthly family events, ongoing adult classes such as ESL, literacy, and GED.
- Will include specific training during SC meetings on effective family engagement strategies, recruitment, marketing, and working with students in poverty.
- The FES will communicate with the Adult Education Coordinator, who is also in the after school programs department, to determine if higher level GED or ESL classes would benefit the 21st Century grant parents. (See more information about Adult Education and Literacy on page 43.)

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- The FES will work closely with the PD and SCs for monthly family events and ongoing adult class design and implementation.
- Assist in the creation of marketing tools which grasp attention of current and potential parents. One of these tools being the Family Engagement Calendar to be kept up to date and publicized at each family resource center on campus.
- Assist in the creation of marketing tools for recruitment at PTA meetings, open houses, and meet the teacher nights.
- Coordinate with SC's in the development and maintaining of the call log. Personal phones are important in building relationships with our parents because it provides a personal touch which is appreciated by individuals.
- Work with building staff as needed to identify and recruit families. This will be done by having these staff members communicate with the SC by completing a simple online form that will go directly to the SC. It will include information such as personal situation or the necessity for additional academic assistance. Once received, the SC can devise a plan to reach out to this family to provide assistance.
- Develop scripts specific to center families for the districts' voicemail messaging system for recruiting and to inform of upcoming ACE Family events as well as parent meetings at the school.
- Plan with the PD and SC to attend any center family events offered by the school.
- Plan with SC to recruit current parents to be an ambassador for ACE programs by promoting ACE at parent and community meetings to volunteer in their ACE programs by helping with paperwork, monitoring hall ways, teaching a student class, or bring snacks to parent events.
- Plan and create a family resource center on each site with a variety of sources that will aid in the success of families.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057916**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal for all family activities and events is to unite families, especially those living in poverty and provide resources to make families succeed in this middle class world. We will supply tools to negotiate the middle class rules which schools abide. This will encourage parents to be more involved in the children's educational experience. Whether it is helping students with homework or encouraging their student to attend tutoring as needed. It is the hope that the parents will value an education and value the need to not only attain a high school diploma, but to seek either a higher education or career. These tools above will include classes in literacy which increase the educational level of the adults. We feel that if parents better themselves educationally, they will gain more respect for their child's education. We will also partner with RISD's Executive Director of Parent Engagement and invite parents to the trainings this position provides. This will motivate parents to become involved in their child's school environment and encourage them to meet their teacher, check on their student's grades through the RISD RPortal system, and attend parent meetings help at the campus.

Family engagement activities will be offered according to the needs of each individual center based upon what potential participants listed within their interest surveys. Parents and families will have the opportunity to attend monthly family events as well as adult education classes that will occur in six week increments; unless there is a need for continuation do to success of the parent opportunity.

Adult classes will vary with a focus on literacy but will include events to include the entire family. Examples of classes include ESL, GED, financial literacy, Zumba, and college and career readiness for students. We are also looking into computer and workforce certification programs. These activities will provide parents with educational opportunities that are similar to what their children experience during the school day.

RISD currently is a part of the Adult Education and Literacy (AEL) consortium with Dallas County. The program is part of the department of RISD After School Programs and Adult Education. Classes provided by AEL are high level GED and ESL classes to allow for these adults to obtain their GED, obtain a job or another job with higher wages, and to seek higher learning. AEL pre and post-tests students to place them in the class level that is appropriate for them. Assessments are administered regularly to move them to the next level as needed. We will partner together to lead 21st Century parents to AEL in the event that their goal is obtain their GED and seek education on a higher level. Again, providing motivation to value education in order for their children, in turn, to value education.

Monthly family events will also vary and include such activities as painting, holiday celebrations, cultural acknowledgements, family photo night, family sports, movie nights, etc.

Activities will serve as a bridge to further strengthen the relationship between parents and children that is engaging. Parents, understanding the learning opportunities of their children in OST, will continue to rely on and participate in activities that allow for positive parent/student interaction.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School ParticipationCounty-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **25****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **N/A**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)County-District Number or Vendor ID: **057916**

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day
☐ Summer vacation

☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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